



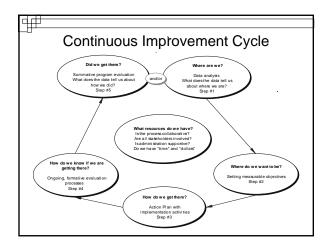
Purpose for the Model and Guide

- Provide a tool that is process driven (will be available on the web)
- Combines program evaluation with improvement planning
- Meets the MSIP and special education compliance requirements for program evaluation
- Use the results by implementing effective practices for improvement planning



Contents of the Packet

- Annual Program Evaluation Model and Guide (BLUE) ☐ Guidelines and components for conducting an annual program evaluation
- Special Resource Section (GREEN)
 - ☐ Data drill down process examples
 - □ Listings of data for consideration
 - □ Questions to consider
 - □ District case studies
- District Example for Annual Program Evaluation (YELLOW)
- District Example of Graphing Templates and Data Drill Down (IVORY)





Why Evaluate Programs?

Required by

- Missouri School Improvement Program
- Missouri State Plan for Special Education and Compliance Standards and Indicators

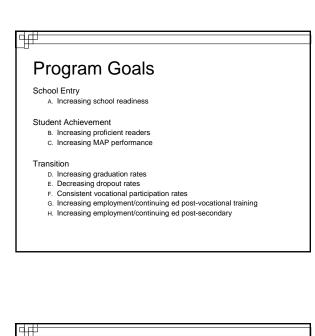
Necessary to

- Thoughtfully plan for program improvement
- Report out to boards of education and the public

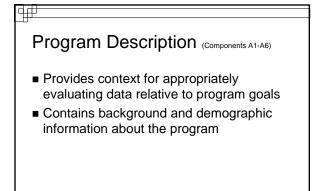


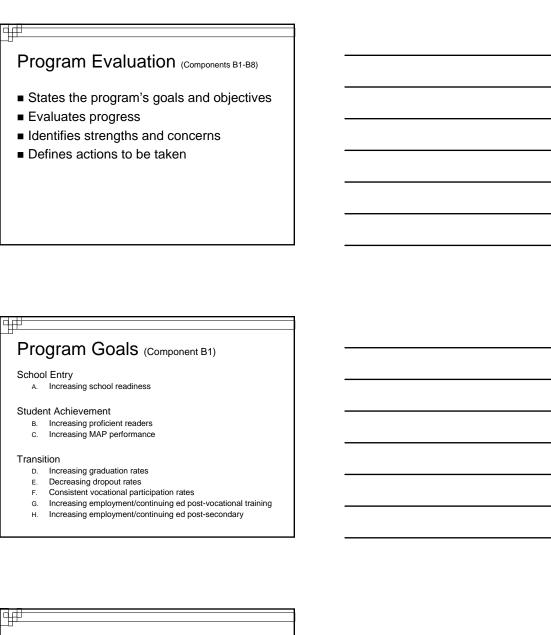
Special Education Compliance Requirement for Annual Program Evaluation

- Compliance Standards and Indicators Document A
 - □ **Standard 102100** Program evaluation results:
 - Results from the agency's annual evaluation of its special education program are documented
 - The evaluation, at a minimum, addresses the agency's performance on each of the State's performance goals for children with a disability



Conducting an Annual Program Evaluation
■ Program Description A1 - Team Members and Dates A2 - Type of Program A3 - Program History A4 - Grade Levels A6 - Personnel Responsible for Data Collection/Reporting
■ Program Evaluation □ B1 - Program Goals
□ B2 - Program Objectives
□ B3 - Evaluation Criteria/Procedures/Data Analysis
 □ B4 - Cost Analysis □ B5 - Strengths/Effectiveness of Program
□ B6 - Concerns Regarding Program
□ B7 - Recommendations to Achieve Goals

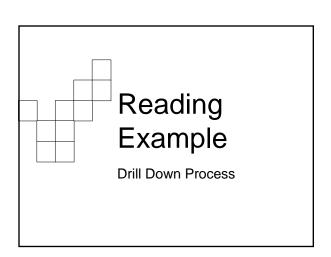


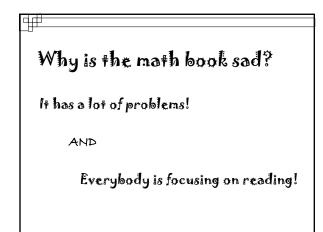


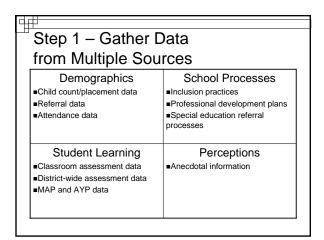
Program Objectives (Component B2)

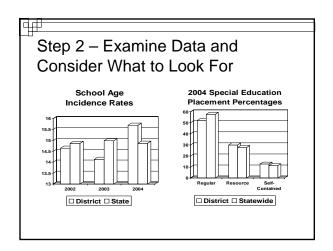
- Need to be measurable targets and benchmarks
- May already be established. Are they still appropriate?
- May be established for all students. Are they also appropriate for students with disabilities?
- May not be defined at all. Use the program evaluation process to establish.

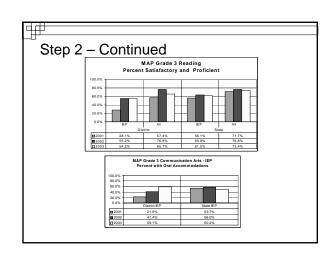
Evaluation Procedures/ Criteria/Data Analysis (Component B3) □ Step 1: Collect data needed to evaluate program goal (see Listings of Data for Consideration) Demographics ■ Student learning ■ School processes Perceptions □ Step 2: Examine data (see Questions to Facilitate Thinking...) □ Step 3: Consider compliance implications and identify concerns **Evaluation Procedures/** Criteria/Data Analysis (Component B3) ■ WHY $\hfill \Box$ Step 4: Identify other measures/questions to consider (see Listings of Data for Consideration) ☐ Step 5: Drill down data, analyze and consider implications (see Questions to Facilitate Thinking...) $\hfill\Box$ Step 6: Identify gaps/additional information needed □ Step 7: Determine conclusions

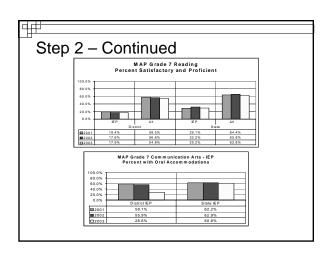


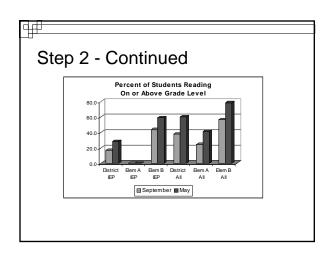










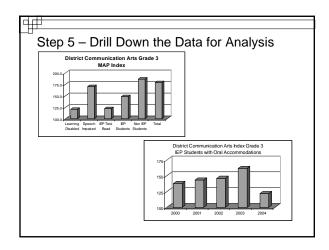


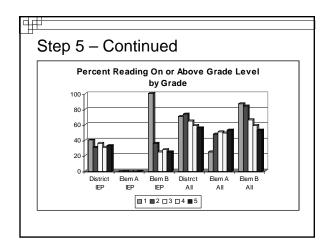
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Step 2 -	Continu	ed	
Communication	District & State	District & State	District & State
Arts AYP	2002	2003	2004
Goal	18.4	19.4	20.4
All Students	D=23.7 Met	D=27.9 Met	D=19.2 Not Met
	S=30.7 Met	S=29.7 Met	S=29.9 Met
IEP Students	D=10.7 Not Met	D=9.4 Not Met	D=4.9 Not Met
	S=8.5 Not Met	S=8.9 Not Met	S=10.5 Not Met

Step 3 – Consider Compliance Implications and Identify Concerns

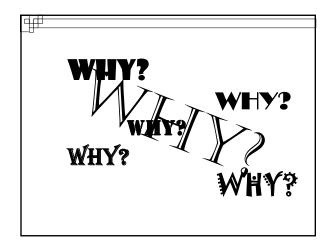
- District Communication Arts results are not meeting the minimum acceptable levels for compliance
- AYP Communication Arts:
 - ☐ Met for all students for 2002 & 03, Not met in 2004
 - $\hfill\square$ Not met for students with disabilities in all years
- Concerns
 - $\hfill\square$ Oral accommodations in third grade are increasing
 - □ Performance for IEP students in district is below state
 - $\hfill\Box$ District scores are getting worse
 - ☐ Reading proficiency differs greatly by buildings

and Questions to Demographics	School Processes
■Disability diagnosis ■Placements	■Inclusion practices in relation to reading achievement
■Free/reduced lunch and/or socio- economic status	■Inclusion of special education teachers in general education professional development
Student Learning	Perceptions
■Building level reading data	■Speech Language Parent Survey
■Grade level reading data	





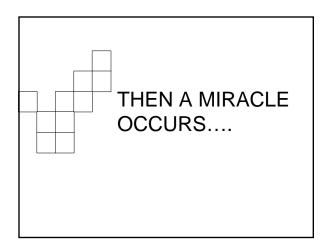
Step 5 – Continued Reading performance disaggregated by teachers with and without professional development in reading instruction Reading performance by instruction delivery methods Reading performance/progress by attendance



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Step 6 – Identify Gaps/Additional Info Needed to Form a Conclusion

- Deficit skill areas by building and grade level for students with disabilities
- How assessment was administered in each building
- Why building results are so different



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Step 7 – Determine Conclusions from	
the Analysis of the Data (Steps 1-6)	
 Those students demonstrating progress had a commitment to learning to read while those who made 	
little progress had attendance issues and were not	
motivated to learn	
 Teacher surveys suggest that oral accommodations were not used consistently throughout the school year 	
as well as for the MAP	
 Decisions about reading instruction delivery, professional development and LRE were not always 	
resulting in each student getting the best instruction	
possible	
4	
Evaluation Procedures/Criteria/	
Data Analysis (B3)	
■ Summarize drill-down analyses and	
graphing templates into Component B3 in	
a way that is meaningful and useful to your audiences	
■ Address each Performance Goal to the	
degree necessary	
■ Could also refer back to the drill-down	
analysis and graphing templates	
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The Rest of the Story	
The rest of the Story	
■ Components B4-B8	
□Cost Analysis	
□Strengths/Effectiveness	
□Concerns	
□ Recommendations to Achieve Goals	
□ Δction to be Taken	

Performance Goal:			Priority Ranking:	
Desired Results/Measurable Objectives:			Data Analysis Conclusions:	
Evaluation of Results			Review Dates:	
Activities to reach results/ Implementation activities	Collaborators/ Persons Responsible		ocumentation f Activities	Implementation Dates
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In Summary....

- We have walked through a process that brings together program evaluation and improvement planning
 - □ Identify programs goals and objectives
 - □ Analyze/evaluate the data
 - ☐ Use the analysis to plan for improvement

Resources on www.dese.mo.gov/divspeced

- Fillable Forms
- Special Education Consultants at RPDCs
- Division Staff

THANK YOU!